



Mineola UFSD
2014-15
Extended School
Year (ESY)
Program



Eligibility as Defined by NYSED

- To prevent substantial regression if they are students:
 - Whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention AND who are placed in special classes;
 - With severe multiple disabilities, whose programs consist primarily of habilitation and treatment and are placed in special classes;
 - Who are recommended for home and/or hospital instruction whose special education needs are determined to be highly intensive and require a high degree of individualized attention and intervention or who have severe multiple disabilities and require primarily habilitation and treatment;
 - Whose needs are so severe that they can be met only in a seven-day residential program; or
 - Who are receiving other special education services and who, because of their disabilities, exhibit the need for 12-month special service and/or program provided in a structured learning environment of up to 12 months' duration in order to prevent substantial regression.



Substantial Regression

- Both qualitative and quantitative data are used
- Student is eligible when the period of review/re-teaching required to recoup the skills or knowledge attained by the end of the prior school year is beyond the time ordinarily reserved for that purpose in the beginning of the school year.
- The typical period of review and re-teaching ranges between 20-40 school days. As a guideline for eligibility, if a student requires 8 weeks or more to regain lost skill, it would indicate substantial regression.



Identification of Mineola Students

- Data
- Articulation
- ESY Eligibility Form
- Half-Day vs. Full-Day



Class Organization

- Half Day Classes focused specifically on reading intervention
 - Wilson, Foundations, LLI, Edmark, SOAR to Success, Reading Milestones
- Full Day Classes were comprised of special class students with more global impairments (speech, motor, social, academic, and adaptive functioning)



Special Class (Life Skills)

- District-wide program spanning Kindergarten to age 21 (if needed)
- Life Skills classes are academic in nature with a focus on generalizing academic skills to real-life situations
- The focus of these classes is based around the graduation credentials (CDOS, SACC, etc.) that are available to our students and to prepare them for life after graduation (independence!)



Highlights of 2014-15 ESY

- Work-Based Learning Class (1/2 Day)
 - 4 students were recommended, 3 attended
- Five (5) Full-Day Classes (8:15-1:45)
 - 55 students were recommended, 45 attended
- Four (4) Half-Day Classes (8:15-11:15)
 - 50 students were recommended, 42 attended
- Related Services Only (Speech and Language Therapy, Itinerant Hearing/Vision, Occupational Therapy, Physical Therapy, Counseling)
 - 15 students

● ● ● | iPads

- Four of the Full-Day classes had access to five (5) classroom iPads with Vizzle software installed
- Vizzle accounts had been prepared with work from their 2013-14 school year teacher
- Students that have iPads during the year (Jackson, Middle School and High School) had access to their iPad during the school day (including software such as Moby Max, ESpark, summer reading assignments, etc.)



Teacher – to – Teacher Communication



- 2013-14 teachers completed a teacher-to-teacher form for each student that was recommended to attend ESY
- The form provided teachers with the opportunity to highlight which IEP goals they felt should be reinforced, what interventions/ programs the student was working with, and any other relevant information (e.g. Behavior Intervention Plans)



Half-Day Classes

- Emphasis on reading skills with continued use of targeted interventions used during the school year (Foundations, SOAR to Success, LLI, Wilson, etc.)
- ESY had two, part-time, Wilson trained teachers
- Students participated in the ESY play



● ● ● | Full-Day Classes

- Academics focused on IEP goals including ELA, Math, and Life Skills
- Teachers were able to use iPads, SmartBoards, and the FACS classroom
- Similar to previous years, the Full-Day program included Lunch/Recess, Drama, and a weekly visit to the Mineola pool





High School Special Class

- Mrs. Palladino's class participated in a number of Life Skills activities that reinforced the academics taught in their classroom, including a school store, community service and community trips.
- Mrs. Rodocker (speech and language) provided push-in services weekly to focus on vocabulary development associated with these activities.
- The class developed their own press release for a sandwich making community service project that was included in the Mineola American.
- Trips included IHOP, Stop and Shop, and Old Navy.
- The school store was open two days a week and included the use of a real cash register. The half-day and full-day classes visited the shop to practice their money skills.
- Community service activities included other classes and utilized the FACS classroom.



ESY Community Service





The Goodie Shop





Cookies!





Work-Based Learning

- The Work-Based Learning class spent four days a week at community job sites (Old Navy, Stop and Shop, and Walmart) with a job coach.
- One day a week was spent on travel training
 - Trips included the Cradle of Aviation, Applebee's, and the job sites.



ESY Highlights

- In addition, to participating in an academically rigorous program, the students also had an opportunity to visit Claudia Domb's farm and to go to the movies. We also continued the tradition of the ESY "end of summer" play.
- Overall, the students, staff and parents expressed that they were happy with the program and we are already looking forward to next year!





ESY & Future Plans

- Student lead IEP's
- Portfolio Development
- Our goal is student independence and career readiness!



Look how far our
students have come!